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ABSTRACT

Guidelines and materials for teaching the Career Planning and Decision-Making course at Bowling Green State University are presented. The manual is divided into the following sections: (1) an overview of the course objectives and grading guidelines for facilitators, (2) expectations of the students for completing assignments, (3) a course syllabus to be used during the summer term along with mini-lectures, and in-class exercises that might be used by the facilitators, and (4) an appendix that includes the course syllabus to be used during the regular academic year, two getting-acquainted exercises, and a suggested reading list for facilitators. A bibliography of sources used in developing the syllabi is included. The course is designed to assist students in obtaining information about themselves and the world of work to aid in their choice of college major and career. Through both classroom and out-of-classroom activities they learn about their vocational interest, perceived skills possessed, capabilities, work and life values, life-style needs, duties and responsibilities involved in several occupations, expectations of potential employers, the levels of education needed to enter various occupations, career ladders, and the steps involved in the decision-making process. Students also practice decision-making skills and they interview currently employed persons. The elective undergraduate course can be taken on either a letter-graded basis or on a student's option for two credit hours. (Author/SW)

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FACILITATOR'S MANUAL

C. E. O. 131

CAREER PLANNING AND DECISION-MAKING

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1980
Nancy S. Wygant, Ed.D.
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ACKNOWLEDGEMENTS

This manual was written for the facilitator's (instructors) who will be teaching C.E.O. 131 Career Planning and Decision-Making at Bowling Green State University.

I am indebted to several graduate students who spent many hours of work helping research the literature in vocational development theory and the works of current career development specialists in order to create a syllabus which would encompass activities involved with searching one's self and occupational options within the world of work. These dedicated individuals are now practicing professionals themselves carrying the message of the importance of career development programs within institutions of higher education. The assistance of David Stuckey, Gwen Plummer, Mary Beth Vahala, Emanual Contomanolis, and Sharon McKee will forever be remembered.

Permission to reproduce for classroom use the "Personality Mosaic Inventory" was granted by the Mayfield Publishing Company of Palo Alto on behalf of Betty Michelozzi author of Coming Alive from Nine to Five: The Career Search Handbook. Permission also was granted by Houghton-Mifflin Company to reproduce the two case studies found on pages 25 and 26 of this Manual.

I am also grateful to Donna Lahey who typed this, the final version of the Facilitator's Manual for 1980.

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FOREWORD

This Facilitator's Manual for the teaching of "Career Planning and Decision-Making" covers the materials and exercises to be used for the regular academic year and the Summer Term at Bowling Green State University.

It begins with the overall objectives for the course, the grading guidelines, and the directions for written assignments. Since our University starts its fiscal year in July and is organized by eleven week quarters the Summer Term Syllabus is presented first followed by a detailed description of the ten sessions of the course.

Included in the Appendices is the regular Academic Year Syllabus. A few changes have been made in sessions 1, 5, 7, 8, 9, 10 and 11 because of having one additional class session. The same detailed descriptions used for the Summer Term can be applied during the regular Academic year with minor adjustments.

A CAREER PLANNING AND DECISION-MAKING COURSE
OBJECTIVES

1. To foster within each participant an awareness of self with regard to work values and attitudes, occupational interests, skills and abilities possessed, and life/work needs for the achievement of satisfaction and success.

2. To assist participants in learning about the world of work, e.g. potential occupational opportunities for the 1980's; the tasks, activities, and working environments associated with inventoried occupational interest areas; educational attainment levels needed for entry-level positions; career ladders; and expectations of potential employers.

3. To promote sound, rational decision-making when making choices concerning college majors, occupations toward which to aspire, and potential employment offerings.

GRADING GUIDELINES FOR FACILITATORS

Students are to be informed during the first session that they have the option of taking the course for a letter grade (A, B, C, D) or on a Satisfactory-Unsatisfactory basis. On grade sheets received from the Registrar's Office at the conclusion of the course, facilitators are to mark the appropriate letter grade earned by each student. If a student has chosen the S-U option, the computer will transpose the letter grade to S-U. It is recommended that students take the course for a letter grade. If a D is earned and the student has opted for S-U, he/she will receive a U and no credit will be awarded.

The grading scale is determined by each facilitator and all assignments are to be graded for content accuracy, spelling, and grammar. Assignments turned in more than one class period late are to be marked down one complete letter grade. If handed in later than one class period, it is to be marked down even more.

Accurate records of attendance, completed assignments, and grades earned are the responsibilities of the facilitator and are to be turned over to the Coordinator of Career Development at the end of the term if the facilitator terminates employment at the University.

Students who successfully complete the course will receive two (2) elective credits toward graduation, for the 20 contact hours of class time.

COURSE MATERIALS TO BE PURCHASED BY STUDENTS

Each student will be billed by the Bursar's Office $5.00 for the cost of the following materials in lieu of a textbook beginning September, 1980:

Strong-Campbell Interest Inventory

Work Values Inventory by Super

Quick Job-Hunting Map by Bolles

Mimeographed hand-outs

DIRECTIONS FOR WRITTEN ASSIGNMENTS

1. General Directions:
   - A. All work must be typewritten, double-spaced, and in paragraph form (not outlined).
   - B. If work is more than one page in length, staple or paper clip together.
   - C. Work must be neat, free of typing and spelling errors, and grammatically correct.
   - D. Materials handed-in must be of sufficient length to thoroughly investigate and/or to complete the assignment in such a way that you are satisfied that you did your best.
   - E. If an assignment is more than one class period late, it will be marked down one complete letter grade. If handed in even later, it will be marked down more.

2. Description of data needed for the College Major/Program Research Papers
   - A. Name of Major/Program and College in which it is located
   - B. Name of advisor or contact person to talk with in the College
   - C. Description of the major or program as stated in the General Bulletin
     1) List of required number of hours to complete the major/program
     2) List the number of elective hours and general education courses
   - D. Indicate whether an Internship, Field Experience, or other hands-on experiences are needed to complete the major/program and in which year it is to be taken.
   - E. List three occupations a person might aspire toward with this major or program (use materials from Career Education Library)
   - F. Discuss what you perceive to be the major advantages and disadvantages for you if you were to choose this major or program
   - G. Type on a separate page a Bibliography of where you obtained all the information

3. Description of data needed for the Occupational Research Papers
   - A. Indicate the name of the occupation being researched
   - B. Describe the nature of the work involved (duties, tasks, activities)
   - C. Indicate whether the occupation is primarily involved with data, people, or things
   - D. Describe the work environment (indoor/outdoor, sedentary/active, desk/lab, office/plant, traveling, etc.)
   - E. Indicate what level(s) of educational attainment is/are needed for obtaining an entry position after graduation
   - F. What is the Occupational Outlook for the 1980's, nationally (use C.O.I.N. or the Occupational Outlook Handbook) and in two Ohio cities (use the Occupational Projections to 1985 developed by the Bureau of Employment Services in Ohio: Table 3B)
   - G. List the major advantages and disadvantages of the occupation for you
   - H. Type on a separate page the Bibliography of where you obtained all the information

COURSE SYLLABUS
CAREER PLANNING AND DECISION-MAKING
(SUMMER TRANSITION TERM)

SESSION I

A. Introduction of self, course content, course requirements, and your expectations concerning attendance, note-taking, keeping a notebook of all materials, assignments, etc.

B. Mini-lecture on "What is career planning," definitions, and the raticnale for becoming actively involved in the exploration process.

C. Administration of the Ohio Career Information Survey

D. Getting Acquainted Exercise

E. Small Group Exercise: Occupational Fantasies

*F. ASSIGNMENT: RESEARCH TWO COLLEGE MAJORS USING THE GENERAL BULLETIN AS THE MAJOR REFERENCE

==========

SESSION II

*A. Share in small groups one of the college majors researched

B. Brainstorming in small groups "The Factors Involved in Occupational Choice"

C. Administration of "The Personality Mosaic", score and discuss results

*D. ASSIGNMENT: RESEARCH ONE OCCUPATION IN THE CAREER EDUCATION LIBRARY, 320 STUDENT SERVICES BUILDING

==========

SESSION III

*A. Share in small groups the occupation researched

B. "Needs" Exercise - followed by small group discussion

C. Mini-lecture on People/Data/Things and Skills and Abilities

D. People/Data/Things Exercise with discussion to follow

E. Introduction to the "Quick Job-Hunting Map" and "The Party Game"

F. ASSIGNMENT: WRITE OUT YOUR SEVEN MOST ENJOYED ACCOMPLISHMENTS

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SESSION IV

A. Share in small groups one of the "Seven Most Enjoyed Accomplishments"

B. Fill out "Skills Checklist" for one accomplishment in class

C. Mini-lecture on Career Stages

D. ASSIGNMENT: COMPLETE THE "SKILLS CHECKLIST" AND DETERMINE YOUR SIX (6) STRONGEST SKILL FAMILIES IN THE "QUICK JOB-HUNTING MAP"

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SESSION V

A. Ohio Career Information Survey results

B. Mini-lecture on Occupational Interests

C. Sharing in small groups the skills you possess

D. Small Group Exercise: What I Hope My Life Will Be Like In Five Years

E. Test over materials covered during all previous sessions

*F. ASSIGNMENT: RESEARCH ONE OCCUPATION IN THE CAREER EDUCATION LIBRARY

A. Viewing of the Massie Tapes (in Room 115, Education Building)

B. Attendance will be taken prior to the viewing. (It will be easier if you sit in a block with the other students in your class.)

SESSION VI

C. Results of the test taken during Session 5 will be handed out.

*D. ASSIGNMENT: RESEARCH ONE COLLEGE MAJOR USING THE GENERAL BULLETIN AS YOUR RESOURCE AND COMPLETE THE WORK VALUES INVENTORY. (Be sure to obtain one from your facilitator before you leave the class).

A. Large Group Discussion on the Massie Tapes

B. Share in small groups college major research

SESSION VII

C. Values Auction

D. ASSIGNMENT: FILL OUT THE REMAINING PARTS OF THE "QUICK JOB-HUNTING MAP" AND BE PREPARED TO DISCUSS

A. Share in small groups the "Flower" from the Quick Job-Hunting Map

B. Large Group Discussion on "How to Find the Right Place"

SESSION VIII

C. Mini-lecture on the Myths of the Job Market, Defects of Occupational Forecasting, and Promising Occupations for the 80's

D. Results and discussion of the Work Values Inventory

E. ASSIGNMENT: RESEARCH ONE OCCUPATION IN THE CAREER EDUCATION LIBRARY

A. Mini-lecture on The Art of Decision-Making

B. Small Group Exercise: What is the best Decision?

SESSION IX

C. Large Group Discussion: Sharing Results of Case Study

D. Introduction to Decision Paper

E. ASSIGNMENT: THE DECISION PAPER AND STUDY FOR FINAL EXAM

A. Hand in The Decision Paper

SESSION X B. Test over materials covered in the final five sessions

C. Post-test Instrument and the Course Evaluation

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*ONE HALF OF THE CLASS SECTIONS WILL DO THE COLLEGE MAJOR AND THE OTHER HALF OF THE SECTIONS WILL DO THE OCCUPATION RESEARCH

SESSION I

A. INTRODUCTION

1. Introduce self
2. Go over entire syllabus pointing out in particular the homework assignments
3. Go over requirements of written assignments--(see DIRECTIONS FOR WRITTEN ASSIGNMENTS--General Directions) pass this out to students
4. Discuss grading system for the course and the criteria used for marking homework papers (see GRADING GUIDELINES FOR FACILITATORS)
5. Explain cost of course (see COURSE MATERIALS TO BE PURCHASED BY PARTICIPANTS)

B. MINI-LECTURE - "What is Career Planning?"

1. Why be involved?--use transparency to discuss time factors for both men and women
   a. Lack of stop-out time for men
      1) 18 (22) to 60+ years of age
      2) Normal retirement 65 or over
      3) Mid-life crises (40-50 years of age)
         a. Not realizing life and work aspirations
         b. Boredom/stagnation
         c. Discriminations (age, sex, stereotyping)
   b. Changing roles of women
      1) Consequences of stop-out time
      2) Normal paid work retirement--62 (Social Security Benefits)
      3) Combinations: Marriage and/or family, single and working
      4) Discriminations (age, sex, married, single)
2. Definitions
   a. Job--specific piece of work, as in one's trade or done by agreement for pay; anything one has to do--task, chore, duty
   b. Occupation--that which chiefly engages one's time

      (EXAMPLE--"My occupation is counselor, my job as a counselor involves..."
   c. Career--sum total of all occupations held in one's life-time. (Play up that we gain skills in all work and there is dignity in all work)
   d. Skill/Ability--something we can do because we have done it (Actual hands-on experiences) Level or competency of skill is based upon feedback and our perception of our own ability to perform
   e. Aptitude--potential to perform. Determined through written exams, related hands-on experiences, and feedback of others
3. Career Development
   a. Lifelong process which includes:
      1) How you view yourself as a worker, as a person

2) Your ideas of work itself
3) Information about you (needs, values, skills/abilities, interests) and possible work opportunities and options
4) Choices you make about work and style of living
5) Ways you act on decisions regarding work

b. Career development choices aren't all about work. They also include choices about:

1. Personal lifestyle (working mother vs homemaker, traveling worker vs in-place worker, urban/suburban life vs rural, 9-5 vs shift work, self-employed vs employee, etc.)
2. Personal values (job satisfaction vs high pay, security vs risk, variety vs routine)
3. Leisure-time preferences (family campers vs hotel/motel, physical vs intellectual games, etc.)

c. In making career choices, you will move through several stages

1. Wishful thinking--fantasy
2. Exploration--reading, talking, hands-on experiences
3. Crystallization--crystallization of ideas based upon options open, past work experiences, reading, talking
4. Firm decision to act
5. Taking action to implement choice

d. In making choices about work, you will ask yourself many questions.

1. How does my college major relate to my occupational aspiration?
2. What tasks and activities do I enjoy?
3. What is realistically possible for me?
4. What is important for me to accomplish in my life/work career?
5. What might the world be like 10-20-30 years from now?
6. What factors do I need to consider to make a wise decision about my college major and my occupational aspiration?

C. ADMINISTRATION OF OHIO CAREER INFORMATION SURVEY

D. GETTING ACQUAINTED EXERCISE--suggestions: Pieces of Me: Personal Shield

E. SMALL GROUP EXERCISE: PAST OCCUPATIONS: FANTASY OCCUPATION

Part 1: Have students write out and then discuss all the occupations they have held in the past and specific duties involved in those occupations.
Part 2: Have students write down what they would like to be, in terms of work, if they could be anything (stress that aptitudes, education required, etc. are not to be considered in this fantasy occupation) What attracted them to that occupation?

*F. ASSIGNMENT: Research two college majors using the General Bulletin as the major reference source (see DIRECTIONS FOR WRITTEN ASSIGNMENTS--description of college majors/programs research paper.) Write directions on board. Students are to hand in paper the next class meeting.

*One-half of the sections will do research on occupation and one-half will do research on college majors.

SESSION 2

A. SHARING IN SMALL GROUPS ONE COLLEGE MAJOR/PROGRAM RESEARCHED

1. Purposes: To provide an opportunity for the students to learn about several different majors and the occupations associated with the major and to discuss with others feelings about their findings (advantages and disadvantages)
2. Suggested procedures: Divide the class into college and or school groups such as, a) Arts and Sciences, b) Business Administration, c) Education, Musical Arts, and Health and Community Services, d) Schools of Journalism, Speech Communications, Art, and Technology. University Division Students (undeclared), if a significant number, could be placed in a separate group, otherwise let them choose a group from those you have set up. The size of each group should be limited to six and no group ought to have less than four members in it.

   Explain the purpose of the exercise and encourage the students to ask questions of each other. Walk around the room, assisting, if necessary, with process types of questions to help the discussion. Examples:

   a) What are your reactions to the major you researched?
   b) What are examples of entry-level occupations that seem to match the major?
   c) What might be some other occupations this major could prepare a person to enter?
   d) What difficulties might a person experience in the major?

B. BRAINSTORMING FACTORS INVOLVED IN OCCUPATIONAL CHOICE

1. Purposes: To assist students to become aware that there are many factors which enter into the decision-making process and that each factor is an important consideration in the process.
2. Suggested procedures: Divide the students into groups of five or six to brainstorm factors for 15 minutes. A reminder: brainstorming is a process of listing items without judging them. Have each group choose a recorder to list the factors on a piece of newsprint. When finished, tape the newsprint on the wall and have the recorder read off the list generated.
3. As a facilitator, you need to a) summarize the similar factors chosen by the groups and b) add to the lists any of the factors listed below that were not shown on the lists:

Internal Factors:

a) Interests and Abilities
b) Values
c) Lifestyle Needs
d) Career/life Goals
e) Emotional & Physical Capabilities
f) Self-concept
g) Moral Ethics
h) Risk-taking Capabilities
i) Expectations of Others
j) Commitment to Learning and Training Time
k) Priorities for Working with People/Data/Things
l) Interpersonal Skills
m) Geographic Limitations

External Factors:

a) Salary at Entry
b) Education Needed for Entry
c) Job Security
d) Working Conditions
e) Fringe Benefits
f) Supervisory Relationships
g) Job Market Opportunities
h) Opportunities for Advancement
i) Occupation's Tasks, Duties, and Responsibilities
j) Fellow Co-workers
k) Economic Conditions

C. ADMINISTER THE "PERSONALITY MOSIAC" INVENTORY

1. Purpose: To help students become aware of how their feelings and beliefs about themselves can be classified into preferred surroundings
2. Suggested Procedures: Hand out to each student one copy of the Inventory and read the directions aloud. As they finish; give out one scoring sheet to each person. The directions for scoring are self-explanatory. After everyone has completed the scoring and has determined the three highest scores, collect the Inventory only. Then present to the class Holland's system for the classification of personalities and work environments. (transparencies) Follow this with a discussion on the reasons for the Inventory determing three classifications.

*D. ASSIGNMENT: Students are to research one occupation of their choice in the Career Education Library, 320 Student Services Building. It would be helpful to read the section from "Directions for Written Assignments" on researching occupations.

* One-half of the sections will do research on occupation and one-half will do research on college majors.

SESSION 3

A. SHARE IN SMALL GROUPS THE OCCUPATION RESEARCHED

1. Purposes: To provide an opportunity for students to share information they gathered about a specific occupation.
2. Suggested procedures: Divide class into small groups of 3-5 people each. Explain the purpose of the discussion and encourage them to share information they discovered.

Process Questions:

-What occupation did you explore?
-What are the specific tasks and activities involved in this occupation?
-Would you like to do this kind of work? Why, why not?
-What majors would prepare you for that occupation? (IMPORTANT TO COMMUNICATE--educational and occupational planning go hand in hand. It's important to explore the relationship between one's educational background and occupational requirements when making a decision about what occupation to enter)
-Which occupation (in the group) has the best outlook for the 1980s in Ohio cities? Nationally?

(ADAPTIONS: (1) Wnat's My Line?; (2) Mock Job Interview)

B. "NEEDS" EXERCISE

Mini-lecture -- use transparency

1. Choosing a career is a process-involving continuing development. Just as you know how to crawl before you can walk and run, you must also know some basic things about yourself before you can know what kind of work you're fitted for. Your needs are at the roots of this growth process.
2. There is a hierarchy to our needs (Maslow)
   a. Basic body needs--for survival--food, clothing, shelter
   b. Security--the need to feel safe
   c. Relatedness--feeling of being connected, love and esteem from others and self
   d. Developing Capabilities--the need to get in touch with self
   e. Creativity--the need to create

   (all of these build toward a self-actualized person)

   - see Coming Alive from Nine to Five, Chapter one
3. Needs, wants, feelings relate to values
   a. A Need--an absolute survival minimum
   b. A Want--goes beyond survival to enriched choice
   c. A Feeling--gets in touch with needs and wants and helps consider what one values
4. Exercise--"Knowing our Needs"
   Purposes: To allow students the opportunity to discover their own needs and how these needs relate to a future occupation
   Suggested procedures: (1) Have students think about what they did between 5-9 pm yesterday. Have students list 5 activities/behaviors performed during that hour. (2) Identify the needs (basic survival, security, etc.) these activities/behaviors met. (3) As students examine these lists of behaviors/activities and needs, toward what goals were the behaviors/activities directed? Discuss in large group, using the following questions:

-Will someone tell me of a behavior they performed yesterday and what need it met?
-How does that need fit into an occupation?
-Do you want security in an occupation? How about creativity? Relatedness?
-Can you prioritize these needs?

C/D. MINI-LECTURE ON PEOPLE/DATA/THINGS AND SKILLS/ABILITIES

1. People/data/things
   a. We all work with People/data/things. One area will usually consume more of our work time and responsibilities than others.

   Examples:
   1) Accountant-data, things, people
   2) Psychologist-people, data, things
   3) Salesman-people, things, data
   4) Lawyer-data, people, things
   5) Artist-things, data, people
   6) Skilled Craftsman-things, people, data

   b. It is important to determine which one of these is the highest priority for you. (Show transparency) The triangles work from the simpler tasks to the more complex. The higher the level on each triangle the less outside supervision and the greater the number and level of skills required. The lower the level on the triangle the more outside supervision and less the number and level skills are required.
   c. Exercise--Data/People/Things Inventory
   Purposes: To acquaint students with which interest area--data, people, or things-is most important to them
   Suggested procedures: Go over directions on the exercise with the students, making sure they rank order their six preferences. Relate process questions to previous mini-lecture.
2. Skills/abilities
   a. Human performance involves three types of skills
      1. Adaptive
      2. Functional
      3. Work-content
   b. Adaptive skills
      1. Adjustment to physical, interpersonal and organizational arrangements and conditions in which job exists. (Definition)
      2. Personal adaptability is shown by:
         -punctuality
         -grooming
         -acceptance of supervision
         -getting along with others
         -care of property
         -flexibility
         -impulse control
         -consistency of behavior
         -responsibility
         -self-discipline
      3. Reinforced by:
         -family setting
         -peers
         -school setting

c. Functional skills
   1. Competencies enabling us to relate to people, data, things in some combination according to our own personal preference and ability level.(Definition)
   2. Obtained by:
      -educational training
      -avocational pursuits
   3. Reinforced by:
      -specific jobs
   4. Transferred from:
      -one job to another

d. Work content skills
   1. Competencies enabling a person to perform specific jobs according to specific directions of employer and according to standards necessary to satisfy the market (Definition)
   2. Types
      -as numerous as products, services and the employers who establish standards and procedures
      -some majors and programs provide general work content areas: electric engineering, accounting, shorthand, language, etc.

E. INTRODUCTION TO QUICK JOB-HUNTING MAP AND THE PARTY GAME

1. Purposes: To assist students in identifying their occupational interests
2. Suggested procedures: Introduce the Party Game by mentioning briefly Holland's scheme of interest categorization. (refer also to the Personality Mosaic) Describe the party situation to the class and have students choose three categories, as you read them. Provide a discussion time for students immediately following the completion of the exercise, so they can share reactions. Make sure students understand the clustering of content areas (ASI, CRI, etc.) as opposed to opposite areas. (Show transparency)
3. Process questions: What three groups were you in? Why did you choose those groups? Are these the types of people and work environments you would have identified for yourself before the exercise? What does this tell you about yourself? How does this fit in with your needs, talked about earlier in this class?

F. ASSIGNMENT: WRITE OUT "SEVEN MOST ENJOYED ACCOMPLISHMENTS"

1. Purposes: To provide students with the opportunity to begin assessing their skills and abilities.
2. Suggested procedures: Review with students the portion of the mini-lecture focusing on skills and abilities. Explain to them the major purpose of the exercise and describe how the seven accomplishments they write out will eventually enable them to identify skills and abilities. Make sure they understand that these are to be things they felt were accomplishments, not necessarily what others recognized as an accomplishment. Accomplishments should be written in as much detail as student can remember.

SESSION 4

A. SHARE IN SMALL GROUPS ONE OF THE "SEVEN MOST ENJOYED ACCOMPLISHMENTS"

1. Purposes: To allow students a chance to share their most satisfying accomplishment with other students.
2. Suggested procedures: Explain to students the purpose of the discussion, and share with them an accomplishment of your own which gave you a sense of satisfaction. Divide the students into small groups of 3-5 people and encourage them to share their most satisfying accomplishments--at least one in detail (that individual wants to share, or group wants to hear). Try to get students to explain why this particular accomplishment was important.

B. FILL OUT "SKILLS" CHECKLIST FOR ONE ACCOMPLISHMENT

(found in Quick Job-Hunt Map, Richard Bolles)

1. Purposes: To identify functional and transferable skills of students, based on past accomplishments. (Builds on assignment from last week)
2. Suggested procedures: (1) for one accomplishment go through complete list of skills, check which ones were used in the process of reaching that accomplishment; (2) go back through the list of skills and color in or circle those skills that you not only used but enjoyed; **(THE REST OF THIS EXPLAINS THE HOMEWORK ASSIGNMENT FOR THIS SESSION) (3) after doing 1 and 2 (above) for all seven accomplishments, spread the the family skill sheets out on the floor--try to determine which family skill group you absolutely enjoyed the most (the one with most colors or circles); (4) put the name of this most enjoyed skill group in the top block on the building block sheet, listing underneath the title the specific skills in that group that you enjoyed; and (5) go through the same procedure in the other building blocks to determine your six most enjoyed skill groups.

C. MINI-LECTURE ON CAREER STAGES

Donald E. Super's Developmental Self-concept Theory of vocational behavior

1. Two concepts
   a. Vocational Life Stages: vocational life stages are developmental--one must be completed before moving to the next, although one may regress and find it necessary to repeat stages at various times throughout life
   b. Vocational Self-concept: definition--how one thinks about him/herself in terms of work (Would I be a good teacher? Would I like to be a nurse?)
      1. Super proposes the notion that a person strives to implement his/her self-concept by choosing to enter the occupation he/she sees as most likely to permit him/her self-expression. Further, Super suggests that the particular behaviors a person engages in to implement his/her self-concept vocationally are a function of the individual's stage of life development. As one matures, his/her self-concept becomes more stable. The manner in which it is implemented vocationally, however, is dependent on conditions external to the individual.

2. Vocational self-concept formation
   a. The process begins as the child differentiates him/herself from others as part of the search for identity. In adolescence, the differences between self and others are broadened and make one aware that he/she is fat, tall, shy, good in academic matters, etc. These recognitions, in turn, lead to decisions about education and work that are consistent with self-concepts (the athlete will make different decisions than the musically-talented youth).
   b. At the same time the process of differentiation of self from others occurs, a process of identification goes on, partly facilitating the differentiation and partly facilitated by it. Identification usually starts with the same-sexed parent and then tends to progress to neighbors or friends of the family who are of the same sex as the youth. Role-playing, stimulated by the process of identification further facilitates the development of the vocational self-concept.
   c. Throughout all adolescence and actually involved in career development in any life phase, reality testing occurs prior to decision-making. (Is the hopeful physician a good student?) These reality factors must of necessity either confirm or negate tentative educational and vocational decisions and cause them to be modified.
   d. Super views vocational choice as an expression of self-concepts formulated and reformulated throughout the life stages. People differ both in their self-concepts and in the ways in which they translate self-concepts into occupational terms. As a result, people choose different occupations.

2. Vocational Life Stages
   a. Growth Stage (Birth to 14)
   Self-concept develops through identification with key figures in family and in school; needs and fantasy are dominant early in this stage; interests and capacities become more important in this stage with increased social participation and reality testing.
      1. Fantasy (4-10) Needs are dominant; role-playing in fantasy is important.
      2. Interests (11-12) Likes are the major determinant of aspirations and activities.
      3. Capacity (13-14) Abilities are given more weight, and job requirements are considered.
   b. Exploration Stage (15-24)
   Self-examination, role tryouts, and occupational exploration take place in school, leisure activities, and part-time work.
      1. Tentative (15-17) Needs, interests, capacities, values, and opportunities are all considered. Tentative choices are made and tried out in fantasy, discussion, courses, work, etc.
      2. Transition (18-21) Reality considerations are given more weight as the youth enters labor market or professional training and attempts to implement a self-concept.
      3. Trial (22-24) A seemingly appropriate field having been located, a beginning job in it is found and is tried out.

c. Establishment Stage (25-44)
Having found an appropriate field, effort is put forth to make a permanent place in it. There may be some trial early in this stage, with consequent shifting, but establishment may begin without trial, especially in the professions.
1. Trial (25-30) The field of work presumed to be suitable may prove unsatisfactory, resulting in one or two changes before the life work is found or before it becomes clear that the life work will be a succession of unrelated jobs.
2. Stabilization (31-45) As the career pattern becomes clear, effort is put forth to stabilize, to make a secure place, in the world of work. For most persons these are creative years.

d. Maintenance Stage (45-64)
Having made a place in the world of work, the concern is now to hold it. Little new ground is broken, but there is continuation along established lines.

e. Decline Stage (age 65+)
As physical and mental powers decline, work activity changes and in due course ceases. New roles must be developed; first that of selective participant and then that of observer rather than participant.
1. Deceleration (65-70) The pace of work slackens, duties are shifted, or the nature of the work is changed to suit declining capacities. Part-time jobs are found to replace full-time work.
2. Retirement (71 on) Complete cessation of occupation comes for all in due course--to some easily and pleasantly, to others with difficulty and disappointment, and to some only with death.

3. Vocational development tasks
Super notes that vocational development occurs by means of five activities:
a. Crystallization--requires individual to formulate ideas about work appropriate for him/herself. It also requires the person to develop occupational and self-concepts that will help person to mediate his tentative vocational choices by means of relevant educational decisions. (OCCURS AROUND THE AGES OF 14 TO 18)
b. Specification--individual is required to narrow a general career direction into a specific one and take the necessary steps to implement the decision.(OCCURS AROUND THE AGES OF 18 TO 21)
c. Implementation--expectation is to commit individual's specialized vocational preference into a reality, to implement his choice. (OCCURS AROUND THE AGES OF 18 TO 25)
d. Stabilization--this task is represented by behavior which reflects settling down within a field of work and the use of one's talents in such a way as to demonstrate the appropriateness of the career decisions previously made. (OCCURS AROUND THE AGES OF 25 TO 35)
e. Consolidation--worker firmly establishes himself, his skills, and his seniority so that he can generate a secure and comfortable vocational position for himself as his career matures. (OCCURS AROUND THE AGES OF 50 TO 60)

4. Large group discussion of Super Lecture
Process Questions: What "stage" are you in as college students? What would be some typical behaviors of this stage, according to Super? What are some typical feelings you have regarding a career choice, being in this stage (confusion? anxious? excited?)?

D. ASSIGNMENT: COMPLETE THE "SKILLS CHECKLIST" IN THE QUICK JOB-HUNTING MAP AND DETERMINE YOUR SIX (6) STRONGEST SKILLS FAMILIES
(See letter "B" if students still have questions)

SESSION 5

(REMINDER TO STUDENTS: The six strongest skills areas identified were based on the Seven (7) Most Enjoyed Accomplishments chosen by the students. Perhaps as they grow, and add other experiences, their strengths in the skills areas will change. Where skill strength is lacking now, it may become stronger later.)

A. MINI-LECTURE ON OCCUPATIONAL INTERESTS

1. Purposes: To acquaint students with the meaning of occupation interests and to assist them in understanding the necessary relationship among skills, abilities, and occupational interests in order to make sound decisions for themselves.

Definition of interests - a liking for, a desire to, and an actual engagement in certain activities and tasks. An occupational interest is a liking for and a desire to engage in the actual activities and tasks involved with certain occupations.

There is a correlation between our interests and our personality characteristics. If we are a person who is quite out-going, likes to be around a lot of people, we are likely to desire work activities that involve dealing with groups of people. We can begin to narrow things down a bit if we go one step further. If we are a person who is nuturing-likes supporting others, taking care of them or helping someone to learn something, we will probably engage in activities and behaviors whereby other people will talk with us about their concerns or listen to us explain something or have us do something for them or we will do something nice for them. We may want, because of positive feedback, to then engage in a paid work activity where we will have some responsibility for supporting others, training them, listening to them, curing or caring for them because these kinds of activities give us a feeling of satisfaction. We would be said to be very people oriented. Another example would be if, we are a person who really tinkers quite a bit, likes to make things, repair or remodel things and enjoys working with our hands and actually engages in activities involving these things, we would probably get a great deal of satisfaction of being paid for activities and tasks involving doing something mechanically or construction-wise. We would be said to be a thing oriented person.

Even though you are now students and many activities you engage in are related to preparing for classes you are taking, it is important to pay attention to the subject-matter of those classes. Do you really like reading about certain subjects? Do you enjoy the activities involved in the course and not just the ones the professor requires you to do? Do you enjoy doing the problems, or the lab work or the field trips where you get hands-on-experiences? Do you enjoy doing research in a particular subject? Do you enjoy making speeches before the class? Do you enjoy creating a garment or a painting or an advertising slogan? Do you enjoy critiquing something you have read? Do you enjoy persuading or selling something to others. A careful look at the subjects you are taking can give you clues as to what to look for in an occupation that will give you satisfaction.

Interests are relatively stable. What we enjoy at 18, we will probably enjoy at 35. However, our interest may become more specific. The beginning psychologist may enjoy everything about the job-testing, research, counseling, and teaching. After a while that person may find that his greatest satisfaction comes from teaching and so devotes more time to this activity than others. If jobs were highly stereotyped so that every 22 year old worker in an occupation did the same thing and kept doing the same thing until retirement, we would have an awful lot of unhappy, bored, dissatisfied people.

It is also important to differentiate between lay interests and occupational interests. Most everyone is interested in ecology, space, music, politics, automobiles and sports - but lay interests are not usually strong enough to serve us in making career decisions. Thus, we need to look at those kinds of tasks and activities we would enjoy doing for 8-9 hours a day for a few years at least.

People change jobs and occupations for a variety of reasons - but one of these is due to changing interests in activities and tasks. Our psychologist may change jobs and location just so he can devote all his time to teaching. Five years later he may change again into an industrial research position because he is no longer interested in teaching.

Thus, refinements of interests are based upon new experiences and are normal and desirable. Interests may also change as the result of specialized training or further education. A change of goals is not necessarily an indication of indecisiveness. Many times interests will develop while working on the job, rather than only being a function of prior experience.

However, at this point in life, students ought to be looking at the following:

1. Activities and tasks you enjoy doing now.
2. Activities and tasks you think you might enjoy doing on the job.
3. Determining whether the skills you possess and enjoy are congruent with your interests.
4. Whether your priorities are working directly with people first, data first or things first. Remember most of us work with all of these but to different degrees.

B. RESULTS OF THE OHIO CAREER INFORMATION SURVEY

The results are based upon the responses students made to the items on the Survey. There are certain characteristics applicable to certain occupations and if the students chose certain responses, these would eliminate some occupations and connect them up with others. The regional outlooks consist of current information supplied by the Bureau of Employment Services in Ohio. Suggestion: encourage the students to research at least one of the occupations which showed up on the print-out.

C. SHARING SKILLS POSSESSED: A SMALL GROUP EXERCISE

1. Purposes: To help students to learn the type of skills possessed by their classmates.

2. Suggested procedures: Break the class up into groups of four or five persons. Have each group member share their six strongest skills with their colleagues. Each group is then to pretend they are now going to form a company or service organization of any type they want to choose based upon the skills and interests each group member possesses. Each member of the group is to then choose an occupational title and an area of responsibility to perform. Have each group report to the class the type of company or organization they established and the responsibilities each member (be sure to have them talk about the specific tasks and duties).

D. WHAT I HOPE MY LIFE WILL BE LIKE IN FIVE YEARS (OR IN ONE YEAR AFTER I GRADUATE): A SMALL GROUP EXERCISE

1. Purposes: To help the students to think of goals they have for the future.
2. Suggested procedures: List on the blackboard these items that they are to discuss with each other in the small group: Occupation attained, their work tasks and duties, family and social life expectations, where they are living (geographically and dwelling place), and what leisure-time activities they are engaged in.

E. TEST OVER THE MATERIALS COVERED IN THE FIRST FOUR SESSIONS. Suggestion: Use short answer essay type items.

*F. ASSIGNMENT: Research one occupation in the Career Education Library

* One-half of the sections will do research on occupation and one-half will do research on college majors.

SESSION 6

A. VIEWING THE MASSIE TAPES

1. Purposes: To increase the students' awareness of the origins of their value system as well as those of their parents and grandparents.
2. Suggested procedures: Viewing will begin promptly at 3:15 p.m. in Room 115 Education Building. Each facilitator is to choose a section of the room for his/her class so that attendance can be taken.

   At the end of the program, tests taken during the previous session are to be returned to the students and the assignment for the next session is to be given.

B. ASSIGNMENT: Research one college major using the General Bulletin and complete the Work Values Inventory.

SESSION 7

A. DISCUSSION OF THE MASSIE TAPES

1. Suggested Process Questions:
   a. Of the various influences on the formation of your value system (parents, peers, church, school, and media), which one do you feel has had the most impact on you? and why?
   b. How do your values differ from those of your parents?
   c. Has anyone had a "significant emotional" event they would like to share with the class?
   d. If each generation has different values, what suggestions do you have for helping people to relate with each other?
2. Facts about values to share with the students during the discussion:
   a. Values are things, ideas, etc. that we prize, cherish or feel are very important to our happiness or authenticity (our true self).
   b. Values are not what we say but what we do. Our behavior is very value laden. Most everything we do reflects our values.
   c. It is important to clarify what our values are so that we can determine what we want to do with our lives, which in turn will help us to establish some goals for ourselves.

B. SHARE IN SMALL GROUPS THE COLLEGE MAJOR RESEARCHED

C. VALUES AUCTION

1. Purposes: To have the student publicly affirm some of their values by bidding for them in competition with other members of the class.
2. Suggested procedures: Hand out the sheet of values to be auctioned off. Each student is to work with an assumed total of $10,000. Each item on the auction block will begin with an opening bid of $1,000 and increases are to be made in jumps of $1,000. No one can open a bid with their $10,000 and when the money is gone, they cannot borrow. Students need to have the opportunity to determine in advance which items they want to bid on and how much money they will spend on each item.

D. ASSIGNMENT: Students are to fill out the remaining part(s) of the "Quick Job-Hunting Map" and be prepared to discuss "The flower" in the next session.

SESSION 8

A. SHARE IN SMALL GROUPS "THE FLOWER" FROM THE "QUICK JOB-HUNTING MAP"

1. Purposes: To have the students discuss some characteristics of a future job that they may want or enjoy.
2. Suggested procedures: Divide class into groups of 4 or 5. Have students share each of the sections of their flower (location, level of responsibility, etc.) with each other.

B. DISCUSSION ON "HOW TO FIND THE RIGHT PLACE FOR ME"

1. Suggested procedures: Divide students into small groups (4 or 5). Have students help each other in defining who they would like to speak to in terms of talking to someone who has a job that they (each student) are interested in. Then, have students brainstorm questions they would like to have answered by their target person (a start to these questions can be found on the bottom of page 26 of the Quick Job-Hunt Map). Additional questions: What do you do in the 8 to 10 hours you spend in your job? What duties do you perform? What kind of educational background do you have? //Finish this discussion with facilitator talking about pages 26-29 of the Quick Job-Hunt Map.

C. MINI-LECTURE ON MYTHS OF THE JOB MARKET, DEFECTS OF OCCUPATIONAL FORECASTING AND PROMISING OCCUPATIONS FOR THE 1980s

1. Myths of the job market (Richard Bolles) Use Transparency
   a. Introduction
      1. Myths of job market are taught to everyone as they "come of age."
      2. Myths are mainly believed because they seem to be everywhere (like "wivestales").
      3. It is important to be sure that those searching for jobs realize that they are just "myths."
   b. Myth #1--There are comparatively few jobs "out there."
      Truth--There are probably two million jobs out there at any given moment.
   c. Myth #2--If you can't find a job, that proves there are comparatively few jobs out there.

Truth--There is a vast difference between existence and communication
-To not find a job proves nothing about its existence
-75-80% of jobs in existence are not advertised

d. Myth #3--Most people know how to hunt for a job
Truth--There are two ways to job hunt...effective and ineffective. Most people only know about the ineffective ways of resumes, employment agencies, etc. Most people do not have a plan B.

e. Myth #4--There is a number of places that the job-hunter can turn to, which has their best interests at heart.
Truth--These places have only a very limited idea as to what is available.

f. Myth #5--Employers are in the driver's seat throughout the whole job-hunting process.
Truth--Employers only have the power to hire and fire. Employers feel they have to use this power too much, which causes a high employee turnover rate.

g. Myth #6--Job-hunters must pass employer's screening...their only hope is experience or credentials
Truth--It is equally a part of the whole job-hunting process that the employer should also pass the job-hunter's screening. Many job-hunters postpone this screening until they are employees--this causes many people to quit their jobs because they are unhappy with their work

h. Myth #7--The person who gets hired is the one that can do the job.
Truth--The person who gets the job is the one who knows the most about getting hired.

i. Conclusion
1. Know how to identify your skills.
2. Decide where you want to use them.
3. Identify places that can benefit from your skills.

2. <u>Defects of occupational forecasting</u>

a. Introduction
1. People make assumptions based upon what they hear on TV and radio and what they read in newspapers and magazines about the job market. Much of the unemployed today are blue collar workers: an example being the auto industry worker lay-off which effects the steel industry workers, rubber workers, etc.
2. All states conduct their own occupational forecasts.
3. Occupational Outlook Handbook--published annually by the U.S. Bureau of Labor Statistics.
4. These forecasts are used a lot by students to make vocational decisions based on "what's available."

b. Defects
1. The information source is often biased.
The Bureau of Labor Statistics relies on leaders of industry and coordinating councils for their employment information. The information sources are usually "employer biased" and overguess the estimate of available jobs to prevent an applicant shortage.
2. There is a time lapse built into all forecasts.
Things can change between the time the forecaster gets the employment figures and the time these figures go into print. There is a time lapse from when the student reads the outlook figure as a freshman and graduates 4 years later.

3. There is no description of the relationship between supply and demand.
   Forecasters do not know how many people are in training for specific occupations.
4. Forecasters make no allowance for different job-hunting behaviors.
   There are openings for every job in the world. The forecasts define "The degree of competition."

c. Conclusion
   1. Forecasts should not be used to specifically determine which occupation to enter.
   2. Forecasts actually show what the competition is and the importance of job-hunting techniques.

3. Career opportunities for the 1980s
   a. Introduction
      1. Competition
         -Getting a job will be tough.
         -Students will have to settle for jobs traditionally held by non-college graduates.
         -Employers will have many people to choose from--a great number of whom are college educated.
         -The future looks bright for some positions requiring less than a college education.
      2. Societal forces affecting career opportunities
         -Recession/depression
         -Concerns in society (energy, pollution)
         -Wars or internal conflicts.
   b. Specific professional outlooks
      1. Teaching
         -Largest profession
         -Specialty teachers, such as science math business, are in demand. Outlook good in specific geographic areas.
      2. Health fields
         -Doctors, dentists, veterinarians--enjoy unique advantage of strong, assured growth combined with limited supply of new blood.
         -Nurses, health technicians, pharmacists--outlook is good in all allied health occupations.
      3. Business
         -Accountant--demand continuing for CPAs.
         -Actuaries, personnel administrators--good outlook
         -Systems analyst, computer programmer--excellent outlook.
      4. Engineering/Science
         -Engineering--cyclic (tends to be a shortage every 4 years).
         -Science--bleak except for specialities like Ph.D. chemists, geologists at B.A. and M.A. Levels.
         -Foresters--little demand.
      5. Law
         -Selective; better chance in rural areas or clinics.
      6. Other occupations
         -City manager positions growing quickly in smaller towns.
         -Architecture is looking-up--government is having to hire architects to help them with environmental safety standards.
         -Hotel management--low growth and modest salaries.
         -Journalists--highly competitive.

c. Conclusion
-Long range forecasts are very unpredictable--due to emerging professions, government policy change, etc.
-The outlook for a particular profession in a certain geographic area may be different than the national outlook.
-Might be valuable for student to prepare for two occupations.
1. Prepare for an occupation they really want to pursue.
2. Prepare for an occupation that is practical and marketable.
3. One should not prepare themselves for an occupation just because the area is crowded-There are always some openings due to replacement needs. If you really have your heart set on something, prepare yourself as best you can, and go for it. Luck plays a big part in your success. Being in the right place at the right time is one of those unpredictables that enter into our lives.

D. RESULTS AND DISCUSSION OF THE WORK VALUES INVENTORY

E. ASSIGNMENT: RESEARCH ONE OCCUPATION IN THE CAREER EDUCATION LIBRARY

SESSION 9

A. MINI-LECTURE ON "THE ART OF DECISION-MAKING"
(have students think about their decision to attend Bowling Green as they listen to the lecture)

1. Decision-making can be defined as a process in which you select from 2 or more possible choices or alternatives (show "Size it up" transparency--perhaps using choosing a college to attend as an example of a decision and taking it with the transparency)
2. Characteristics effecting the decision-making process (these characteristics make it such that although 2 individuals may face a similar decision, each person is different and may arrive at a different decision)
   a. Needs--something that is required for a person's physiological or psychological welfare
   b. Interests--the likes and dislikes of the person
   c. Values--"oughts" that guide behavior or ideas about what is desirable
   d. Personality traits
   e. Lifestyle or preferred lifestyle
   f. Self-concept--a combination of the thoughts and feelings that one has about one's self
3. Available decision-making methods
   a. Procrastination--individual keeps delaying the making of a decision
   b. Emotional--person lets their feelings and emotions determine their decision
   c. Impulsive--the decision is made on the "spur of the moment" basis
   d. Intuitive--person makes a decision based on some inner feeling or insight
   e. Fatalistic--a form of predestination
   f. Immediacy--based on what the person needs most at that very moment, possible narrow-minded or short-sighted
   g. Appeal to a "higher" authority
   h. Rational--the individual takes all things (values, interests, etc.) into consideration
4. The decision-making process--show transparency
   (it might be helpful to use an actual decision of your own to go through these steps with the students)
   a. Define the decision to be made
   b. List the reasons this decision has been difficult
   c. List the solutions you have considered
   d. Identify values which affect this decision
   e. Identify further alternatives
   f. Weigh all the alternatives--assess the risks and possible outcome
   g. Select the most appropriate alternative--based on values, goals, etc.
   h. Develop a plan of action

B. EXERCISES ON "WHAT IS THE BEST DECISION?"

1. Purposes: To give the students structured practice in decision-making
2. Suggested procedures: Instruct the class to read the case studies. Divide the class into small groups of 5-6 to process the cases.

*CASE STUDY: RALPH HART

Ralph Hart, an ambitious senior, is going to college to prepare for a career--that is the only decision he has made. Now he has two more decisions to make, which worry him constantly: (1) "Should I spend the first two years in the community college, live at home, and then transfer to the university, or should I enter the university as a freshman?" and (2) "What should my major be?"

Ralph has heard a great deal about how difficult it is to adjust to the "big university" as a freshman. "You're lost. Just a number. I doubt if I would like that. My parents think it would be good for me to be on my own, but I've heard it's hard to study in the dorms. A lot of people live in apartments, and that makes it even harder to keep up. Then you hear all about drugs and stuff. There's always some of that around, even in high school. But I've heard that the community college courses are so easy that you're not ready for the university once you transfer. I don't know what to do."

Choosing a major also bothers him, but he hasn't done anything about it except look through the university and community college catalogues. He has heard that, though a major is not required in the general college program until the junior year, some colleges and departments require specific choices the first year of high school--engineering, architecture, and business administration, for example. "I could waste a lot of time by getting into the wrong program and not having the courses I need," he says. There is no doubt in Ralph's mind that he will attend college, but he has no idea what he expects to get out of it except preparation for a professional job. He more than meets the college entrance requirements and scored high on the National Merit Examination. His interests are widely diversified. He has an uneasy feeling that he may make the "wrong choice" and not be able to change. Ralph has made only a few important decisions on his own, and is reluctant to take even partial responsibility for those he is now facing.

The following questions are to be discussed and written out by small group members: (these questions follow the decision-making process)

1. What is the decision?
2. Why is this decision difficult?
3. What are some solutions to this decision?
4. What values of yours would affect this decision?
5. What are some other solutions?
6. What are some risks and the possible outcomes of the solutions?
7. What is the most appropriate alternative? Why?
8. What is a plan of action to achieve this solution?

*(from Counseling for Career Development by E. L. Tolbert, pages 11-12.)

*CASE STUDY: MARY BELL

Mary Bell is experiencing a real personal conflict during her freshman year in college. For the first time in her life, she has realized that women have more than one or two options. She had always assumed that she would attend college mainly for its cultural value, meet a "college man," and get married. She might, if necessary, work a few years at some job, perhaps a clerical one. She might even teach, if nothing else were available. Now Mary is undergoing considerable conflict about women's roles. Some of her friends have been talking about a woman's right to have a career and be a real person, even while married. It was even suggested that it would be all right not to marry. She is also torn between a campus "social life" role and a "service" role. These conflicts are so new and personal that she has not been able to discuss them with her parents. To add to her confusion, the same questions come up in classes, where discussions focus on women's exploitation as sex objects and exclusion from many careers. Recently Mary encountered the first blacks she has ever met on an equal footing, and some of her racial stereotypes have been shaken.

She has always liked mathematics and done well in math courses. Her scores on the college board math test were quite high. She has not revealed her scores to others and has deliberately held down her grades so she would not surpass boys in her class, particularly those she dated or hoped to date. "No boy wants to go with a brain. I'd be some kind of freak. A girl mathematician!"

The prospect of completing college and competing for a job is frightening. Mary has thought about some of her unmarried relatives, who work as clerks and teachers and were always considered "old maids." But recently she has begun to compare her "old maid" stereotype with some of the career women she has read and heard about. While she has other conflicts about ecology, religion, drugs, and sex, the issue of a career conflict is central. The people she has talked with including some faculty members, usually strongly support one or the other side of the issue; thoughtful discussion is next to impossible. A visit to the Career Guidance and Placement Center revealed, to Mary's surprise, that many employers are looking for qualified women, even if only as "token females."

Mary had almost married when she finished high school, but her parents had persuaded her to "at least <u>try</u> college." The boy, now a junior, still thinks they ought to get married. As he sees it, she could help him with his work, and his parents would pay most of the expenses. But Mary feels she has to think of her own future; it is important for her to complete college. It makes her furious to feel defensive when he ridicules her thoughts about her future. Besides, he is an average student and she can easily surpass him in grades.

Mary knows practically nothing about occupations, the preparation they require, or opportunities related to college programs. Her confusion and concern are so severe that she is seriously thinking about dropping out of school and working until she earns enough to pay her own way. Then she will feel free to select the program she prefers.

The following questions are to be discussed and written out by small group members: (these questions follow the decision-making process)

1. What is the decision?
2. Why is this decision difficult?
3. What are some solutions to this decision?
4. What values of yours would affect this decision?
5. What are some <u>other</u> solutions?

6. What are some risks and the possible outcomes of the solutions?
7. What is the most appropriate alternative? Why?
8. What is a plan of action to achieve this solution?

*(from E. L. Tolbert, Counseling for Career Development, Pages 13 - 14)

C. OPEN DISCUSSION ON DECISION-MAKING

Process Questions: Can this decision-making model work with the choosing of a college major or an occupational decision?
Why are these kinds of decisions difficult?
What values become important in these decisions?
What additional information do you need before you can make a good, sound, and rational decision?

D/E. INTRODUCTION TO DECISION PAPER AND THE FINAL ASSIGNMENT: THE DECISION PAPER

Purposes: To force students to take a look at the three occupations he/she has researched and look at the alternatives of each one.

Suggested Procedures: Put the following directions for the assignment on the blackboard and explain them to the class:

INSTRUCTIONS FOR DECISION-MAKING PAPER

1. Follow the basic decision-making steps.
   a. Alternatives (3 occupations)
   b. Consequences of each alternative
   c. Prioritize--choose one--develop a plan of action to implement your choice
2. Be sure you include in the consequence section:
   a. Your needs
   b. Your skills (have students relate to prior exercises for these)
   c. Your values
   d. Your interests
   e. Personal factors concerning career/life style desired in 5 years
3. Discuss what college major would be most appropriate to take and why it is most appropriate.

SESSION 10

A. SHARE IN LARGE GROUP YOUR "DECISION PAPER"

Process Questions: Right now, could you make a decision on a career? Why,why not?
What other kinds of information do you need?
Do you now see other career options that you had not before considered? What are they? What kinds of things make them (the other options) more of a consideration now?

B. TEST OVER MATERIALS COVERED IN THE FINAL FIVE (5) SESSIONS

C. POST-TEST INSTRUMENT AND COURSE EVALUATION

APPENDICES

COURSE SYLLABUS
CAREER PLANNING AND DECISION-MAKING
(ACADEMIC YEAR TERMS)

SESSION I	A.	Introduction of self, course content, course requirements, grading policies, and expectations concerning attendance, note-taking, keeping a notebook of all materials, assignments, etc.
	B.	Mini-lecture on "What is career planning," definitions, and the rationale for becoming actively involved in the exploration process.
	C.	Getting Acquainted Exercise
	D.	ASSIGNMENT: RESEARCH TWO COLLEGE MAJORS USING THE GENERAL BULLETIN AS THE MAJOR REFERENCE

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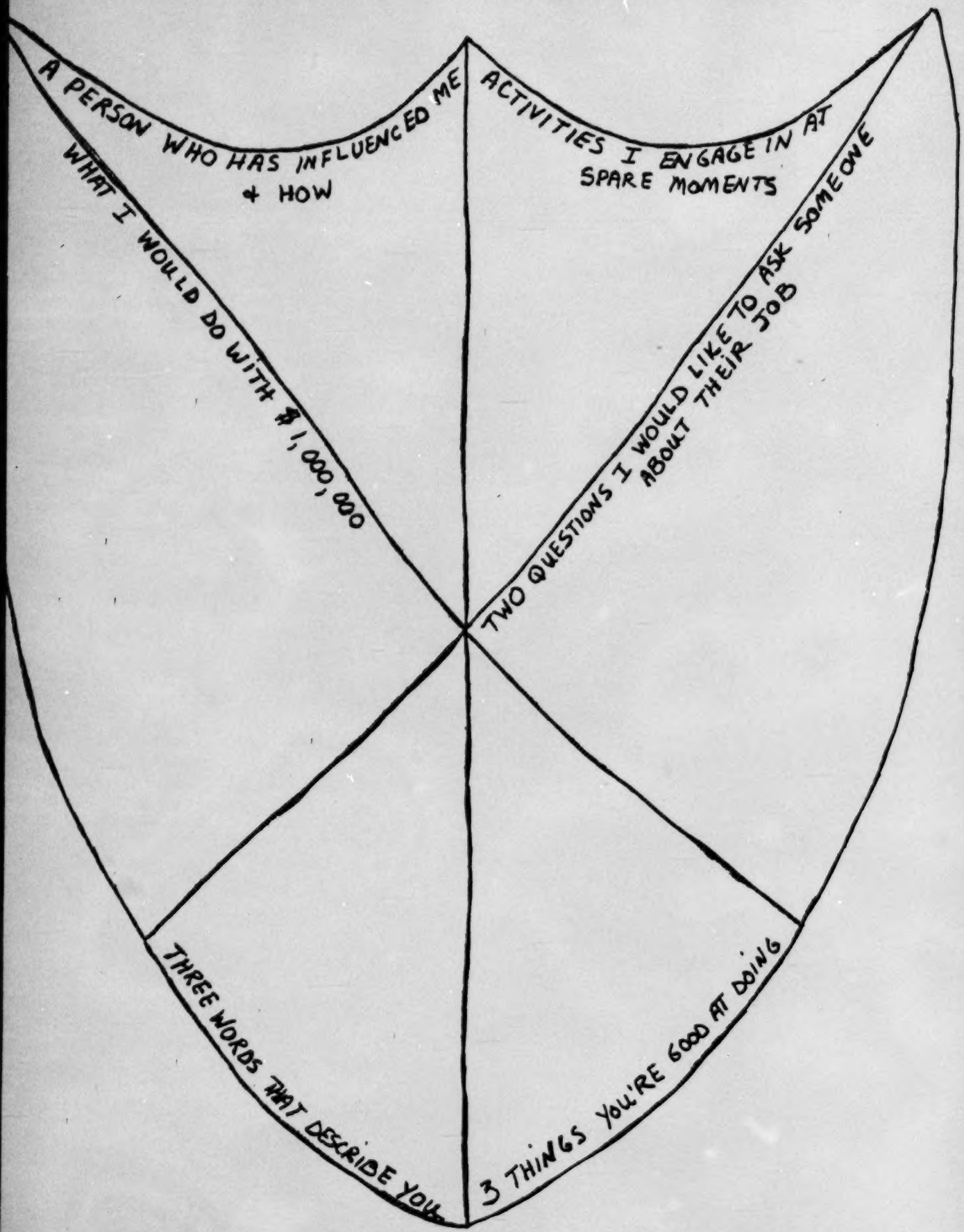
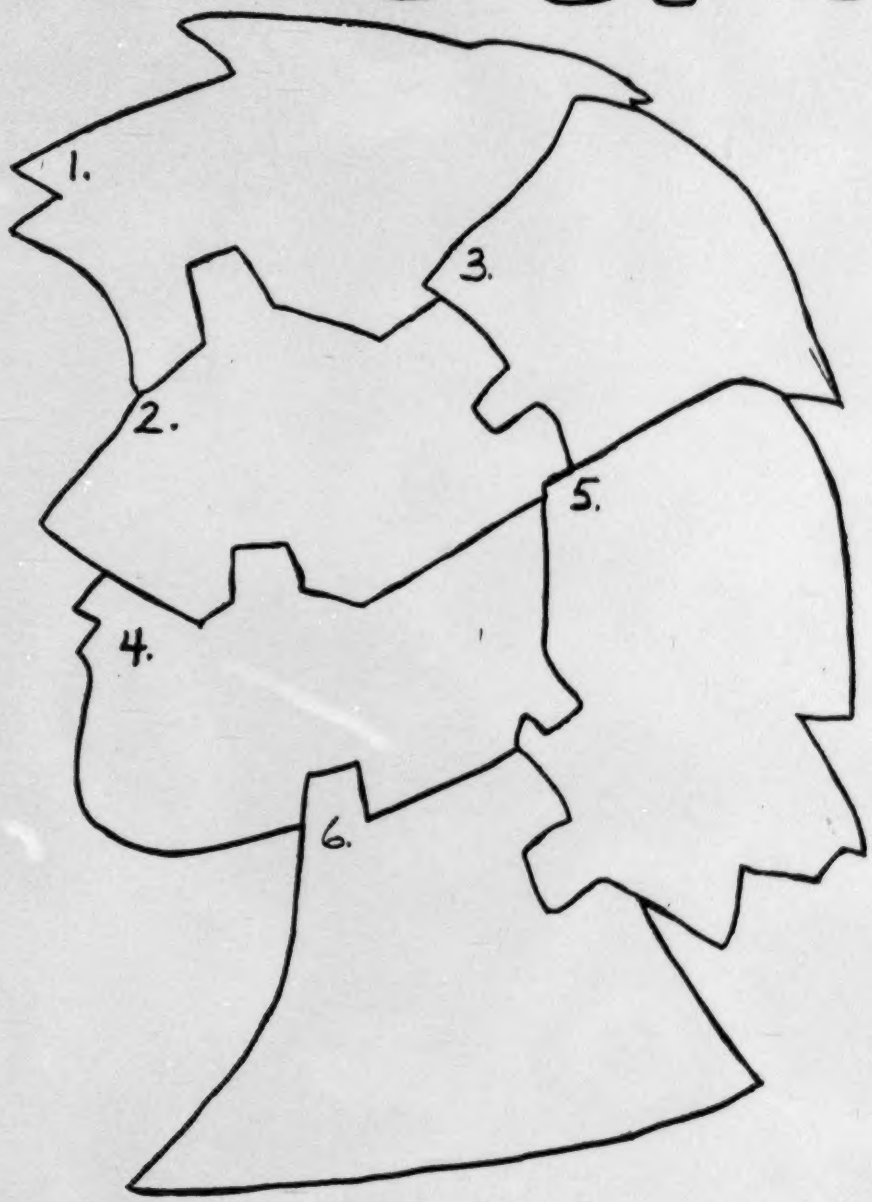
SESSION VI	A.	Viewing of the Massie Tapes
	B.	Pass back the results of the test taken during the previous session
	C.	ASSIGNMENT: RESEARCH ONE COLLEGE MAJOR USING THE GENERAL BULLETIN AS YOUR RESOURCE AND COMPLETE THE "WORK VALUES INVENTORY"
SESSION VII	A.	Large Group Discussion on the Massie Tapes
	B.	Mini-lecture on Career Stages
	C.	Values Auction
	D.	ASSIGNMENT: FILL OUT THE REMAINING PARTS OF THE "QUICK JOB-HUNTING MAP", BE PREPARED TO DISCUSS IN CLASS
SESSION VIII	A.	Results of the "Work Values Inventory"
	B.	Share in small groups the "Flower"
	C.	Mini-lecture on the Myths of the Job Market, Defects of Occupational Forecasting, and Promising Occupations for the 1980's
	D.	Introduction to the "Practice Field Survey": How To Find The Right Place
	E.	ASSIGNMENT: PRACTICE FIELD SURVEY AND RESEARCH ONE OCCUPATION IN THE CAREER EDUCATION LIBRARY, 320 STUDENT SERVICES BUILDING
SESSION IX	A.	Share in small groups the occupation researched
	B.	Mini-lecture on "The Art of Decision-Making"
	C.	Small Group Exercise: What is the best Decision?
	D.	Introduction to the Decision Paper
	E.	ASSIGNMENT: PRACTICE FIELD SURVEY (write up the results and be prepared to discuss in class) AND THE DECISION PAPER
SESSION X	A.	Share in Large Group the Results of the Practice Field Survey
	B.	Case Study: What is the best Decision? (Small group exercise)
	C.	ASSIGNMENT: STUDY FOR THE FINAL EXAMINATION AND COMPLETE THE DECISION PAPER
SESSION XI	A.	Hand in Decision Paper
	B.	Final Examination over materials covered during the final six sessions
	C.	Course Evaluation


A PERSON WHO HAS INFLUENCED ME & HOW
ACTIVITIES I ENGAGE IN AT SPARE MOMENTS
WHAT I WOULD DO WITH $1,000,000
TWO QUESTIONS I WOULD LIKE TO ASK SOMEONE ABOUT THEIR JOB
THREE WORDS THAT DESCRIBE YOU
3 THINGS YOU'RE GOOD AT DOING

PIECES OF ME



1. Occupations I am considering
2. A job I've already accomplished
3. Three words you would like said about yourself
4. Questions I would like to ask people about their jobs
5. A person who has had a great influence upon my life
6. Occupations I would like to obtain information on

SUGGESTED READINGS FOR FACILITATORS

Bolles, R. N. The three boxes of life--and how to get out of them. Berkeley: Ten Speed Press, 1978.

Bolles, R. N. What color is your parachute? Berkeley: Ten Speed Press, 1979.

Bolles, R. N., & Crystal, J. C. Where do I go from here with my life? New York: The Seabury Press, 1974.

Calvert, R. Jr., & Steele, J. E. Planning your career. New York: McGraw-Hill Book Co., 1963.

Dunphy, P. W., Austin, S. F., & McEneaney, T. J. Career development for the college student. Cranston, Rhode Island: Carroll Press, 1976.

Figler, H. Path: A career workbook for liberal arts students. Cranston, Rhode Island: Carroll Press, 1975.

Figler, H. The complete job-search handbook. New York: Holt, Rinehart and Winston, 1979.

Gelatt, H. B., Varenhorst, B., & Carey, R. Deciding. New York: College Entrance Examination Board, 1972.

Gelatt, H. B., Varenhorst, B., & Miller, G. R. Decisions and outcomes. New York: College Entrance Examination Board, 1973.

Hall, D. T. Careers in organizations. Santa Monica: Goodyear Publishing Company, Inc., 1976.

McClure, L., & Buan, C. (Eds.) Essays on career education. Portland: Northwest Regional Educational Laboratory (under contract with the U. S. Office of Education/National Institute of Education), 1973.

Michelozzi, B. N. Coming alive from nine to five: The career search handbook. Palo Alto: Mayfield Publishing Company, 1980.

Osipow, S. Theories of career development. New York: Appleton-Century-Crofts, 1968.

Pfeiffer, J. W., & Jones, J. E. (Eds.) A handbook of structured experiences for human relations training. Volume 1, Volume 6. La Jolla: University Associates, 1974.

Powell, C. R., & Kirts, D. K. Career services today. Bethlehem, PA: The College Placement Council, Inc., 1980.

Shertzer, B. Career planning: Freedom to choose. Boston: Houghton-Mifflin, 1977.

Simon, S. B., Howe, L. W., & Kirschenbaum, H. Values clarification. New York: Hart Publishing Co., 1978.

Appendix C

Terkel, S. Working: People talk about what they do all day and how they feel about what they do. New York: Avon Books, 1977.

Tolbert, E. L. Counseling for career development (2nd ed.). Boston: Houghton-Mifflin, 1980 .

BIBLIOGRAPHY

SESSION I

SOCC File Quickie Questionnaire, Ohio Career Information System. Columbus: Ohio Department of Education, 1978.

Strong-Campbell Interest Inventory, Stanford: Stanford University Press, 1974.

General Bulletin, Bowling Green, Ohio: Bowling Green State University, 1980.

SESSION II

Michelozzi, B. N. Coming alive from nine to five: The career search handbook. Palo Alto: Mayfield Publishing Company, 1980. (Personality Mosaic Inventory, ps. 60-63).

SESSION III

Bolles, R. N., & Zenoff, V. B. The beginning quick job-hunting map. (National Career Development Project) Berkeley: Ten Speed Press, 1979.

Michelozzi, B. N. Coming alive from nine to five: The career search handbook. Palo Alto: Mayfield Publishing Company, 1980. (Mini-lecture on needs from Chapter 1, ps. 3-11).

Shertzer, B. Career planning: Freedom to choose. Boston: Houghton-Mifflin, 1977. (Needs exercise, p. 135).

SESSION IV

Osipow, S. Theories of career development. New York: Appleton-Century-Crofts, 1968. (Career stages lecture from Chapter 5, ps. 131-172).

SESSION VI

Massie, M. "You are what you were when." University of Colorado at Boulder, 1975. (Massie tapes).

SESSION VIII

Bolles, R. N. (Ed.) Newsletter about life/work planning. The National Career Development Project of United Ministries in Higher Education, Walnut Creek, California, January 1977. (Mini-lecture: The virtues and defects of occupational forecasting).

Bolles, R. N. (Ed.) Newsletter. September, 1976. (Mini-lecture: Myths of the job market).

Super, D. E. Work Values Inventory. Boston: Houghton-Mifflin, 1970.

Wygant, N., Galloway, J., & Rentz, A. Job Forecast Survey. Bowling Green State University, 1978. (Unpublished)

SESSION IX

Tolbert, E. L. Counseling for career development. Boston: Houghton-Mifflin, 1980. (Decision case studies, ps. 11-14).